An Investigation of the Reading Interests of Middle Grade Children.

AN INVESTIGATION OF THE READING INTERESTS OF MIDDLE-GRADE CHILDREN

A Thesis

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by

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF TABLES (CONTINUED)

First Reader: Donald D. Durrell, Professor of Education

Second Reader: Helen Blair Sullivan, Professor of Education

Third Reader: Mary Agnella Gunn, Associate Professor of Education

CHAPTER I

THE PROBLEM

The main purpose of this study was to analyze children's interests in literature as judged by their choice of book titles under various classifications. It was also the purpose to determine whether such an instrument could be used to predict the amount and type of reading to be expected from each child.

Terman and Lima[1] have said:

> One of the most important duties of the teacher is to stimulate her pupils' interests in books and to give direction to their reading habits. It is conceivable that in the conscientious performance of this duty the teacher may render a service of value equal to that of teaching the subject matter of the prescribed curriculum. Much of the knowledge imparted by teaching is soon forgotten, but the influence of the reading tastes and habits formed in childhood may last for a lifetime.

One of our major premises in education is to start a child where we find him and take him as far as he can go. In every other field in elementary education we have tests with which we can measure a child's accomplishments. It is easy to find where a child is by such means. In the area of literature, however, we have no such valid measure. We cannot diagnose his needs and interests except through time-consuming personal interviews. If it is important that we

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[1] Lewis W. Terman and Margaret Lima, Children's Reading, New York: D. Appleton-Century Company, 1935, p. v.

direct the reading tastes and habits of children, it is necessary that we have more knowledge of their present interests, the areas in which their interest lags, and ways of arousing and steering those interests into worth-while channels.

Publishers and authors have made vast strides recently in producing books which appeal primarily to children, not to an adult-inspired version of a child and his preferences. Still more research is needed to show what really does interest a child in a book or story. There is some danger in making books solely on the basis of child-interest. There is even more danger in producing books which will contain all the things we want children to know but which will not be read.

This study was done (1) to find what books can be expected to appeal to children of different ages and sexes, and (2) to ascertain whether children's interests in literature can be measured and analyzed by a survey of this type.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written in regard to children's interests in reading. This chapter, however, will deal only with closely related research on the classification of types of children's literature, the influence of sex and maturity on children's preferences in reading, factors in literature which create interest in children, and other surveys of children's interests in books.

Literature on the classification of types of children's books. Every survey of children's interests in literature, every suggested list of books for reading, every series of children's readers has a different and logical classification of types of stories found among children's books. Only a very few of these can be presented here, and yet it seems necessary that the reader be conscious of the wide divergence of opinion concerning this problem. Each writer, it will be noted, approaches the question from a different point of view, and each classification has its limitations, - - the overlapping of one type on another, or the omission of some kinds of children's books.

Thorndike,[1] in his survey of children's reading interests, has

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[1] Robert L. Thorndike, A Comparative Study of Children's Reading Interests, New York: Bureau of Publications, Teachers College, Columbia University, 1941, p.24-34.

suggested the grouping of stories into two major classifications, - - fiction and non-fiction. The further sub-division of each of these groups results in a narrow classification which is inclusive but rather unwieldy. He suggests:

I. Fiction
1) Realistic animal stories
2) Talking animal stories
3) Stories of rather mild child adventure
4) Child life in other lands
5) Magic and phantasy
6) Love and romance
7) Boy outdoor adventure
8) Mystery and detective
9) Adult adventure
10) "Success" stories (Alger type)
11) Sport stories
12) School stories
13) Mythology
14) Travels

II. Non-fiction
1) Sports
2) Exploration
3) Feminine activities
4) Hobbies
5) Science and invention
6) Biography and biographical adventure
7) War
8) Self-improvement
9) Occupations
10) Money-making and practical

Eaton[1] has made her classification titles more imaginative. Hence, there are less precise limits to her groupings, and the problem of fitting titles into them becomes more difficult. Her classification

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[1] Annie T. Eaton, Reading with Children, New York: The Viking Press, 1946.

includes:

1) Over the Edge of the World
2) Betwixt and Between
3) Unicorns and Common Creatures
4) Poetry
5) The World's Great Stories
6) Stories Old and New
7) Roundabout the Earth
8) Men and Manners of the Past
9) Our World -- Earth, Air, Skies, and Seas
10) Art and Music
11) Nonsense is Fun

Another classification in which the authors use the literary touch is that by Mahoney and Whitney.[1] Here again the vagueness of the titles makes an explanation necessary, and the authors have gone into detail with each heading, explaining the types of stories which would fit under each. Their organization includes:

1) Folk Literature
2) Creations of Fancy
3) Miracles of Nature
4) Man's Adventurous Mind
5) Wit, Wisdom and Talent
6) Roads to the Past
7) Beyond the Gates of Hercules
8) Modern Times
9) Home and School Pleasures and Pastimes
10) The Making of Personality
11) The Great Gate of the Mountains

Storm[2] has devised a very concise organization of the types of children's books. She presents the following suggestions for

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[1]Bertha E. Mahoney and Elinor Whitney, Realms of Gold in Children's Books, Garden City, N.Y.: Doubleday, Doran and Co.,Inc.,1929.

[2]Grace E. Storm, "Areas of Children's Literature," Elementary School Journal, 45: 511, May, 1945.

classification:

1) Realistic Stories
2) Stories of Animals
3) Adventure Stories
4) Stories of Great Men
5) Mythology and Folk Tales
6) Poetry
7) Picture Books

It is obvious from the headings suggested by Storm that some of the groups would contain many varied types of stories, and that there might be confusion in classifying some kinds of books. A mystery story, for instance, might be a realistic or an adventure story. A book about the exploration of the North Pole might well fit under stories of great men or stories of adventure.

One of the briefest of classifications is that suggested by Smith[1] who likes to think of the three F's of elementary school reading,--books of fun, books of fact, and books of fancy.

The research presented here on the classification of children's literature shows the difficulties inherent in trying to organize such a vast area of material into tight, concise topics. It points up the inadequacies and limitations of any such organization and suggests that there may be no one correct and completely reliable way, but many possible solutions to the problem of classification.

Literature on the influence of sex and maturity on children's preferences in reading. Most investigators believe that sex and

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[1]Dora V. Smith, "Stimulating Interest and Appreciation through Reading," Elementary English Review, 18: 171, May, 1940.

maturity are both extremely important factors in the selection of certain types of books by children. The influence of maturity is evident in the gradually increasing complexity of the pattern of children's reading. From simple stories of family, animals, and fairies their interests spread into many fields of fiction and non-fiction. Sex is an equally vital element in the changing and growing of children's likes and dislikes in literature.

Cundiff,[1] in her review of many of the studies in the field of children's reading interests, stated:

> Children's reading interests depend upon many things among which are the children's general intelligence; their growth and development in reading skills; their experience: at home, at school, and in their outside world; their likes and dislikes; their environment: rural or urban; their economic level; their supply of reading materials, that is the availability of books; their social age and sex.

Although Cundiff placed social age, or maturity, among the last in her list, it is by no means an indication that it is of least importance. She went on to say:

> Surveys have found that elementary children like animal stories, fairy stories, and nature stories. Middle-graders like adventure, nonsense, and still like animal stories. Junior high-school pupils like action, suspense, humor, happy endings and romantic love.
>
> This is just another way of saying that interests change with maturity or social age.[2]

In a thorough study of the amount and type of reading done by

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[1]Ruth E. Cundiff, "Children's Reading Interests," Peabody Journal of Education, 25: 259, May, 1948.

[2]Ibid., p. 260.

a group of California children, Terman and Lima[1] gave much the same reasons for children's choices in reading. They said that the range of reading will be influenced by age, rate of physical development, health, school environment, social or economic status, home training, emotional endowment and temperament, sex, and mental ability.

Their study included an investigation of the amount of voluntary reading done by the children questioned. They found that the amount of voluntary reading done by children just learning to read is negligible, but that increased skill and a broadening of interests make reading an increasingly more important part of a child's life until it reaches its peak of intensity at about 12 years. Thus maturity has its effect upon the amount of reading done by children.

Maturity also plays its part in the development of reading interests, according to Terman and Lima.[2] At the age of 9, while most girls are still in the fairy tale period, boys have already begun to show more practicality, more interest in the affairs of real life with their Boy Scout stories and stories of boy life everywhere. At 10 years, there is a continued marked falling off of interest in fairy tales and a growth in interest in travel and stories of other lands, in inventions and mechanics on the part of boys, and a beginning of the interest in biography. At 11, the divergence of interests of boys and girls has

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[1]Lewis W. Terman and Margaret Lima, Children's Reading, New York: D. Appleton-Century Company, 1935, pp. 35-49.

[2]Ibid., pp. 36-39.

become very evident, but for both groups adventure and mystery comes into prominence. Boys continue their interest in science and mechanics while girls have definitely shown that their interests lie in the field of personal experience. At 12 years, the reading interest approaches a climax of intensity with interest shown in almost every field of literature but with special emphasis on biographies and historical narratives. This is the age of hero-worship.

It is generally agreed by the authorities that sex is one of the most important factors in influencing children's choices in reading, - - far more important than mental ability or reading skill. Lancaster[1] found this to be true in his study in 1926 in which 1,323 children in grades IV through VIII participated. The study was based on a questionnaire ballot in which the children were asked to answer certain questions relating to each book read voluntarily during the semester. He found many sex differences, but he also showed that the most rapid readers and the slowest readers apparently select the same types of books. He concluded that:

> Evidently the literary interests of the two groups are identical, but mechanical difficulties in many of the interesting books are such that the slow reader becomes discouraged and stops while the more skillful reader finishes.[2]

Thorndike[3] proved the same thing in his study in 1939 when he

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[1]Thomas J. Lancaster, "A Study of the Voluntary Reading of Pupils in Grades IV to VIII," Elementary School Journal, 28: 525-537, January, 1928.

[2]Ibid., p. 537.

[3]Thorndike, loc. cit.

contrasted the reading interests of rapid- and slow-learners. The study showed much difference between the sexes but little between the slow-learning and fast-learning groups, leading us to believe that sex is a vastly more important factor than intelligence in determining the reading preferences of children.

Again and again in the literature, investigators bring out definite differences in the preferences of boys and girls for stories. These differences begin to appear at about 9 or 10 years, although it is evident that we must take into account individual differences in determining the time at which deviations between the sexes occur.

Jordan,[1] in 1926, brought up to date an earlier study on the types of stories children like to read and why. He states that there is general agreement in the belief that both boys and girls read more fiction than anything else and like it better, and that girls read somewhat more than boys. Boys show an interest in fiction of adventure as well as stories of history and biography. They show some liking for travel and science, whereas girls like stories of people like themselves.

Terman and Lima[2] expressed the belief that the divergence in reading of boys and girls becomes marked by the age of 10 and continues to widen. They agreed that at every age girls read more than boys, and said further that girls show more homogeneity in reading taste than boys. A book liked by one group of girls is almost certain to be

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[1]Arthur M. Jordan, Children's Interests in Reading, University of North Carolina Press, 1926.

[2]Terman and Lima, op. cit., pp. 68-72.

popular in any other similar age group. Boys' reading is scattered over a wider range and includes a wider range of books. An interesting experiment was conducted to prove this point. Fifty men and fifty women graduate students of Stanford University were asked to name 10 books read in childhood that could be easily recalled. The women's list showed many repeated titles; the men's list showed wide variety.

Terman and Lima[1] added that boys demand plenty of adventure, vigorous action, rivalry, mystery, physical combat, while girls's interests lie in home or school, and in the people and little daily happenings that go to make up group life. They stated, as do many other investigators, that, "Although boys show practically no interest in girls' books, girls show a most decided interest in boys' books."

Thorndike,[2] in the study previously mentioned, tried to show the types of literature which would appeal to boys as contrasted with those preferred by girls. He showed that stories of adventure, sports, and war appealed strongly to boys. Girls, on the other hand, preferred mild adventure stories, love and romance, and stories of self-improvement. Mystery and detective stories appealed strongly to both. Both liked biographical materials and children of other lands, but in each of these groups the boys rejected stories with girl heroines. Science, exploration, and travel were chosen more frequently by boys than girls, although the interest in each was only moderately high.

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[1] Terman and Lima, loc. cit.

[2] Thorndike, loc. cit.

Johnson[1] studied particularly children's reading of newspapers and magazines. He discovered that over 98% of the 1,856 children questioned stated that they read newspapers and magazines, that 89% had read books. He found no relation between sex and the number who read newspapers and magazines, but he ascertained that the boys spent more time reading magazines and newspapers than did the girls. The comic section of the newspaper was the most popular with both boys and girls, but while boys read the sport and news pages, girls usually looked at the fashions, home, and children's pages. Most of the magazines read were adult. Juvenile magazines were comparatively unpopular.

Witty and Lehman[2] made a study of the reading interests of 50 gifted children whose IQs ranged from 140 up. The first study was made in 1924-25 and a follow-up study in 1929-30. It is interesting to note the similarity between the interests of boys and girls of superior intelligence to those tested in the other studies. Witty and Lehman reported the following findings: that sex differences are very obvious; that girls like novels of romance or those dealing with home or school life, while boys prefer novels of adventure and mystery; that both boys and girls like detective stories; that boys' choices fall into the fields of science, biography, history, adventure, and mystery more often than girls'; that girls read more often books of fiction and of home and school life; that girls read a little more frequently than

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[1]Lamar Johnson, "Children's Reading Interests as Related to Sex and Grade in School," School Review, 40: 257-272, April, 1932.

[2]Paul Witty and Harvey C. Lehman, "A Study of the Reading and Reading Interests of Gifted Children," Pedagogical Seminary and Journal of Genetic Psychology, 40: 472-85, April, 1932.

boys, and that their tastes are decidedly more homogeneous.

These studies show that sex and maturity are factors which must be considered in a discussion of children's preferences in literature. They are among the most vital determiners of the choices boys and girls make in their voluntary reading.

Literature on the factors in books which create interest in children. Smith[1] said that there are mainly three kinds of interest which books hold for children. She stated:

> They evoke memories of the child's own everyday experiences, heightened and interpreted by the power of the imagination. They help the child to enter into imaginary experiences in line with his hopes and his desires. . . . Finally, books furnish the child an opportunity for projecting himself into new and fuller ranges of thought and feeling.

Terman and Lima[2] made a similar statement when they said that all children read because of three fundamental characteristics of their nature: curiosity, desire for wish-fulfillment, and the tendency to imitate.

What is it, however, which makes a child choose a book to read and which makes him read it with enjoyment? In a study of 325 sixth-grade children to determine what aided them in choosing a book, Zeligs[3] discovered that the factors governing their choice of books were author,

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[1]Smith, op. cit., pp. 172-3.

[2]Terman and Lima, op. cit., p. 17.

[3]Rose Zeligs, "What Sixth Grade Children are Reading," Elementary English Review, 14: 257-62, November, 1937.

title of book, table of contents, format of book, recommendations of others, and a content that promised adventure or action.

Lancaster[1] suggested that it was difficult for children to tell why they chose a book, but that the data indicated that books are most often chosen because of the appeal of the title, illustrations, and author. He added that girls select books on an author base more frequently than boys, and that girls select series books more often than boys.

Cundiff[2] reported that children consider titles when they choose a book. For instance, titles containing the words Children or Little do not appeal to boys and girls. They also consider the illustrations and will not read a book in which the characters illustrated are too young. Books chosen by inspection, he went on to say, are liked better than books chosen by title alone. Books chosen by author are the most satisfactory of all.

Leary[3] has written most effectively of the factors which influence younger children in their choice of books. She has said:

> And the still younger readers, who crowd the browsing table and the children's library? Are there "dead spots" in their reading? Not if it is properly motivated. Anything will satisfy if it bears an arresting title, if the illustrations are brilliant and profuse, if there is not too much text, and if the story contains physical action, ludicrous situations, combat, challenge, clouds of glory, and a "right" ending.

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[1]Lancaster, op. cit., p. 536.

[2]Cundiff, op. cit., pp. 261-2.

[3] Bernice E. Leary, "What Does Research Say About Reading?" Journal of Educational Research, 34: 434-44, February, 1946.

An author they recognize and like, an intriguing title, attractive illustrations, and the hope that the story contains the qualities already described as holding interest for boys and girls at different age levels, - - all these contribute to the decision made when a child chooses a book.

Literature on other surveys of children's interests in books. Jordan[1] has stated that there are two general ways of discovering children's interests in reading: by questioning the child directly as to his likes and dislikes, and by watching the circulation of books in the libraries.

Reed[2] has added another method, -- the teacher-judgment method. Most investigators, Reed has continued, prefer the direct questioning method or the recording and analyzing of children's voluntary choices, probably because it provides the most direct attack and gives the most reliable results, especially for children beyond the primary grades.

Grant and White[3] used both the library and the classroom investigation methods in an early study to discover actual children's interests in reading in the first three grades. Their library inquiries included conferences with the librarian, a tabulation of the number of times the books were borrowed, an examination of the condition of the books to see

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[1]Jordan, op. cit., p. 2.

[2]Reed, op. cit., pp. 116-121.

[3]Emma B. Grant and Margaret L. White, "A Study of Children's Choices of Reading Materials," Teachers' College Record, 26: 671-678, April, 1925.

if they were used often, observation of the books being read in the library, and conversations with the children as to what books they liked and why. The study was implemented by a classroom investigation of 20 widely-scattered school rooms. The results showed, as did many further studies of younger children, that boys and girls in the first three grades prefer animal stories and fairy tales to all others. The authors stressed the need for more informational material, for more good humorous stories, for a different type of historical story, and for more riddles.

An investigation was conducted by Lancaster[1] in 1926 with 1,323 children in grades IV to VIII participating. The boys and girls were asked to list the books they had read voluntarily during the semester. Then they were asked to answer questions concerning why they liked or disliked the books, where they had obtained them, and what had made them choose them.

Still another similar type of inquiry was the one done by Johnson[2] on over eighteen hundred Duluth children to determine the amount of magazine and newspaper reading as well as book reading done by the pupils. Again the children were asked to list the reading they had done and the amount of time spent.

The questionnaire given by Witty and Lehman[3] to the gifted children in their study was a little more objective in that it listed

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[1]Lancaster, op. cit., pp. 525-537.

[2]Johnson, loc. cit.

[3]Witty and Lehman, loc. cit.

definite types of literature. The children were to choose the types they liked best. The problem here was that it is difficult even for an adult to classify his reading into types. The types suggested by Witty and Lehman[1] are listed below:

a. Travel stories
b. Biographies
c. Novels (romance)
d. Novels (home or school life)
e. Novels (adventure)
f. Science stories
g. Short stories
h. Detective stories
i. Mystery stories
j. Autobiographies
k. Essays (general)
l. Essays (comical or satirical)
m. Myths or legends
n. Music or art books
o. Poetry

It can be seen that each of the studies reviewed here is somewhat subjective in its approach to the problem. The need has been for an objective, quickly administered, and easily analyzed measure of children's true preferences for types of stories.

A study more nearly approaching objectivity and ease of administration was the one devised by Thorndike[2] to compare the effect of sex and intelligence on reading interests. The questionnaire included 88 annotated fictitious titles. The pupil was to indicate whether he would like reading such a book, dislike reading it, or be indifferent to it. The results, as have already been presented, show little variation be-

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[1]Witty and Lehman, loc. cit.

[2]Thorndike, loc. cit.

tween the interests of slow- and rapid-learners but much difference between the sexes.

Another detailed study was the one by Mitchell[1] who attempted to measure the extent and variety of children's interests. The entire questionnaire, consisting of seven separate tests, was given by several teachers to 210 children in the fifth and sixth grades. Each test was designed to measure a different phase of children's interests. The first, longest, and most important test consisted of 350 reading topics, each of which the child was to mark with an (L), (I), or (D), indicating that he would like, be indifferent to, or dislike reading a book on the topic. Mitchell concluded that:

> General trends of variety of reading interests featured a centering on recreation and hobbies, familiar experiences, outdoor sports and activities, and current events, which may be termed characteristic reading interest patterns of these particular fifth and sixth graders.[2]

The rest of the survey included tests on interest in reading versus interest in other school subjects; interest in types of reading, such as books, stories, and plays; general reading interests, including interests in hobbies and movies; interest in personal identification with characters in reading; interest in descriptive reading topics; and interest in reading versus interest in activities. Mitchell reached the conclusions to which many other investigators subscribe, that

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[1]Sarah E. Mitchell, "Construction and Evaluation of a Measure of Reading Preference," unpublished Master's thesis, Boston University, Boston, 1944.

[2]<u>Ibid</u>.,p. 350.

the reading interests of middle grade children are very broad and that teachers, librarians, and others working with children should consider the wide variety of their interests in providing many types of reading materials for them.

In the surveys and studies of children's interests in literature, all show similar weaknesses, -- lack of objectivity, bulkiness, unreliability, and difficulty of individual analysis. Smith[1] has stated very succinctly the needs for research in this field:

> Research into children's interests in reading deals with large numbers of children, the larger the better, and what it presents is averages. But you and I know that the problem of reading guidance is a problem of understanding the needs and the interests of the individual child. For this purpose, extremes have as much to offer as averages.

There is a definite need for a measure of children's interests in reading which will be compact, easy to administer and analyze, and useful in helping a teacher to determine the needs and interests of the individual children in her classroom.

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[1]Smith, op. cit., p. 171

CHAPTER III

THE DESCRIPTION OF THE STUDY

It was the purpose of this study (1) to determine the qualities which interest boys and girls of middle-grade age in books, and (2) to discover whether a survey of this type can measure and predict the amount and kind of reading we can expect from a child. Although many investigations have been made on the subject of children's interests in books, no study has been made with the same purpose and approach.

The investigation was made with the use of three questionnaires devised specifically for the study. The first was to determine what book titles appealed to the boys and girls being used in the study. The second was a rating sheet on which the teacher was to judge each child according to the amount of reading evidently done and the wideness of the interest shown. The third was a general questionnaire in which the children were to indicate the amount and quality of reading which they themselves felt they were doing.

With these three means, - - one an objective measure and the other two subjective but from the points of view of both the child and his teacher, - - it was felt that it would be possible to obtain an accurate picture of the pattern of the child's interests in literature.

Classification of children's books. In order to ascertain the fields of literature in which the children's interests lay, it was necessary first to classify children's books into a number of specific types of stories. The task of organizing a vast area of material into

compact units is always a difficult one. Proof of this lies in the research which gives as many classifications as classifiers. It was deemed wise to keep the number of major topics as low as possible in order to facilitate the making and analyzing of the titles questionnaire. After an analysis of many types of questionnaires, including those of Mahoney and Whitney,[1] Dalgliesh,[2] Thorndike,[3] Eaton,[4] Betzner,[5] Moore,[6] and that of the American Library Association,[7] the following organization was decided upon:

I. Young Americans

II. Tales of Everywhere

Children of other lands

Travel

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[1]Bertha E. Mahoney and Elinor Whitney, Realms of Gold in Children's Books, Garden City, N. Y.: Doubleday, Doran and Co., Inc.,1929.

[2]Alice Dalgliesh, First Experiences with Literature, New York: Charles Scribner's Sons, 1932.

[3]Robert L. Thorndike, A Comparative Study of Children's Reading Interests, New York: Bureau of Publications, Teachers College, Columbia University, 1941, pp. 24-34.

[4]Annie T. Eaton, Reading with Children, New York: The Viking Press, 1946.

[5]Jean Betzner, Exploring Literature with Children in the Elementary School, New York: Bureau of Publications, Teachers College, Columbia University, 1943.

[6]Anne C. Moore, Cross-Roads to Childhood, Garden City, N. Y.: Doubleday, Doran and Co., Inc., 1926.

[7]Eloise Rue, Subject Index to Books for Intermediate Grades, Chicago: American Library Association, 1943.

III. Animals, Real and Imaginary

IV. People of the Past

History

Biography

V. The World About You

Science

Nature

VI. Pleasures and Pastimes

Sports

Hobbies

VII. Invention and Discovery

VIII. Rhyme and Rhythm

IX. Tales of Fun and Fancy

Humorous stories

Fairy tales

Myths, legends, and fables

Fantastic stories

X. Mystery and Detective

Making the instrument. The only other instrument making use of interest in book titles was the one by Thorndike[1] already reviewed. His questionnaire consisted of eighty-eight fictitious titles, each followed by a brief description of the story. The annotations were designed

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[1]Thorndike, op. cit., pp. 41-48.

to aid the child in selecting the books he would like to read, but they necessarily increased the bulkiness of the measure.

It was decided to use in this survey a number of fictitious titles for each type of book appearing in the classification. No annotation was to follow the titles, but each title was chosen carefully so that it would reveal the nature of the book. No extensive research was done on the titles to ascertain whether or not there were real books with those names. There were none in the book lists examined, including those by Washburne and Vogel,[1] Moore,[2] Mahoney and Whitney,[3] and the lists published by the Association for Childhood Education[4] and the American Library Association.[5] Since there were ten major types in the classification, five titles were made for each, making the fictitious titles section of the survey fifty items long. The titles were scattered at random throughout the questionnaire so that there would be no apparent pattern.

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[1]Carleton Washburne and Mabel Vogel, What Children Like to Read, New York: Rand, McNally and Company, 1926.

[2]Anne C. Moore, The Three Owls, New York: The Macmillan Company, 1925.

[3]Mahoney and Whitney, loc. cit.

[4]A Bibliography of Books for Young Children, Washington, D.C.: Association for Childhood Education, 1942.

[5]Rue, Loc. cit.

Before each title were placed the symbols "L", "N", and "D". Each child was to circle the first if he would like to read the book, the second if he would neither like nor dislike it, and the third if he would dislike reading such a book. The addition of the symbol "N" for a feeling of indifference was considered necessary in giving a complete picture of the pattern of the child's interests. The directions instructed the children to reply honestly since it was not a test and there were no right or wrong answers.

Consideration was given to the fact that real titles rather than fictitious ones might reveal more accurately the direction of the child's preferences. Consequently an extension was made to the original instrument to include fifty real titles. Here again the titles were chosen because they told something about the story and were selected from the booklists already listed. As in the first part of the survey, the titles were scattered at random so that titles of the same type did not appear together. Care was taken, however, that the titles in each classification were not separated too widely from each other so that checking by key would be facilitated. The symbols "L", "N", and "D" preceded each title and were to be encircled as in the previous section of the instrument. In addition, the opportunity was given to each child to check the titles he had already read, and the directions made clear that this was to be done. This was included because it seemed to be an additional check on the actual reading being accomplished by the child.

The first section of the instrument, therefore, was composed of fifty fictitious and fifty real titles, including titles for each of the

ten major classifications of children's books. Each child was to indicate whether he would like, be indifferent to, or dislike reading a book of that title. In addition, he was to check in the real titles section the books he had actually read.

The typing in the questionnaire was double-spaced to make reading and marking easier for the children and thus eliminate errors. It was five pages long and took approximately twenty minutes to administer. It was met with apparent interest and enjoyment by the children participating in the study. A sample of the questionnaire is shown here. The complete instrument can be found in the Appendix.

The next problem was to find some means of checking the children's interests as revealed by the titles questionnaire against actual reading interests. The method most commonly employed by investigators has been to ask for a list of the reading done within a certain period of time. This method makes checking and classification unwieldy and has the additional disadvantage of revealing only a small sampling of the types of reading being done by the children. Since the questionnaire was being administered in the middle of the year when teachers were becoming well acquainted with their classes, it was felt that an accurate check could be made against the teacher's rating of each child's interests in reading. A rating scale was therefore devised which would permit each teacher to pass judgment on the leisure time reading of the children in her classroom.

A rating scale was set up consisting of five steps, as follows:

1. Reads a great deal and with wide interests.

SURVEY OF READING INTERESTS

Name_____ Grade _____ Date _____

School_____ Boy or girl? _____

This is not a test. There are no right or wrong answers. It is simply to find out what kinds of books you like to read.

On the following pages you will see a list of titles of stories. You have not read any of them because they are not real stories. The titles will tell you what the book is about.

Put a circle around (L) if you would like to read a book by that title, around (N) if you would neither like nor dislike reading it, and around (D) if you would dislike reading the story.

1. L N D Barrie of West Point
2. L N D Patches, a Mongrel Pup
3. L N D Peggy and Her Little House
4. L N D Heavens Above: a Story of the Stars
5. L N D Famous Horses
6. L N D Birds of America
7. L N D Animals in the War
8. L N D Boy Rangers in the Rockies
9. L N D A Visit to the Ant Kingdom
10. L N D Dan and the Pinto Colt
11. L N D Tommy Rides the Range
12. L N D How Did the World Begin?
13. L N D Tibby, the Tomboy
14. L N D From Tadpole to Bullfrog

Teacher's Name_____ Grade _____

School_____ Town _____

To the teacher:

We are attempting to build an instrument which will predict the amount and type of reading which we can expect from a child. Will you help us by giving your judgment on the leisure time reading of the children in your room? The scale below will help you. After each child's name write the number which, in your opinion, best describes him.

1. Reads a great deal and with wide interests.
2. Reads often and with reasonably wide interests.
3. Reads moderately often and with limited interests.
4. Reads little and without enthusiasm.
5. Does not read at all except under pressure

BOYS	RATING	GIRLS	RATING

2. Reads often and with reasonably wide interests.

3. Reads moderately often and with limited interests.

4. Reads little and without enthusiasm.

5. Does not read at all except under pressure.

The teacher was to write after each child's name the number which, in her opinion, best described him. A sample of the teacher's rating sheet is also given here.

The rating, of course, has the disadvantage of being wholly subjective, and an attempt to nullify this was made by the use of a third questionnaire. This instrument was given to the children in addition to the titles questionnaire, and was designed to counter-balance the teacher's rating with the child's judgment of his own reading interests. It was felt that a child could not effectively rate himself with a scale similar to the one used by the teacher, and another form of general questionnaire was made which would be easier for him to use. It contained questions on how well the child liked to read, how much reading he did, how much use he made of the library, and how much comic book and magazine reading he did. Upon studying the answers given by the child to these general questions, the examiner could give a number rating similar to the one used on the teacher's rating scale. In this way a comparison could be made between the teacher's rating of the child's interests in reading and the child's own judgment as to the type and amount of reading done.

Therefore, in its analysis of the interests of children of middle-grade age in literature, this study has made use of three questionnaires, -- one an expression of the child's preferences in book titles of various

Name _____ Grade _____ Date _____

School _____ Boy or girl? _____

1. Do you like to read? Check one.

   ☐ Very much ☐ Not very well

   ☐ Quite well ☐ Not at all

2. How much do you read? Check one.

   ☐ More than most boys and girls your age

   ☐ About the same as most boys and girls your age

   ☐ Less than most boys and girls your age

3. Apart from your school work, how much reading do you do every day?

   ☐ None ☐ Half hour ☐ More than one hour

   ☐ 15 minutes ☐ One hour

4. Do you have a library card? ☐ Yes ☐ No.

5. If you have a library card, how often do you use it? Check one.

   ☐ Once a week ☐ Once a month

   ☐ Hardly ever use it

6. How much of your reading is comic book reading?

   ☐ Most of it ☐ Little of it

   ☐ Half of it ☐ None of it

7. How many magazines do you read? Check (✓) those you usually look through. Double check (✓✓) those you usually read.

   ☐ Story Parade ☐ Polly Pigtails

   ☐ Calling All Girls ☐ Popular Science

   ☐ Life ☐ Saturday Evening Post

   ☐ Jack and Jull ☐ Popular Mechanics

8. List any other magazines you may read.

types, the second a rating by his teacher of his reading interests, and the third the child's own judgment as to the amount and type of reading done.

Distribution of the instrument. It was decided to do the investigation using all the fourth, fifth, and sixth grade classrooms in a residential community outside of Boston. Since the social and economic standing of the community was high, the majority of the children had more material advantages than the average child. The average IQ, also, was slightly above normal, but since there was no attempt made in the study to correlate intelligence with interest, this was immaterial. The fact that the boys and girls had the advantage of good library facilities and a higher than average economic status was helpful, as no child, regardless of intelligence or interests, can read what is not available to him.

The consent of the superintendent of schools was obtained to conduct the investigation in the school system. Contact was also made with each of the principals of the elementary school buildings and with the teachers of the fourth, fifth, and sixth grades before the questionnaires were distributed.

Each teacher of a fourth, fifth, or sixth grade classroom was to administer the survey to her own group. The specified number of questionnaires were packaged and delivered to the different classrooms. A letter to the teacher was included with each parcel giving directions for the administration of the measure and expressing gratitude for her cooperation. No specific time was set for the giving of the questionnaires, but it was suggested that it be done during the week that they were re-

ceived. At the end of that time the questionnaires were collected and were ready to be tabulated.

Tabulation of the results. Before the tabulating could be done it was necessary to go through the questionnaires received in order to discard any that could not be used. In some cases errors were made in marking the sheets. Sometimes a whole page of the titles questionnaire was omitted. In other cases scattered titles throughout the instrument were forgotten. A few of the general questionnaires were incorrectly marked or questions were left out. These surveys with errors were not included in the tabulation. Also omitted were those of the children who were absent during the administration of one of the questionnaires. There were in all 505 cases considered in the final tabulation.

It was necessary to keep a record of each child's scores on all three questionnaires. In order to do this a number was assigned to each child. All records of that child were also numbered to correspond. A series of numbers was used for fourth grade girls, a new series for fourth grade boys, and so forth through the sixth grade. In this way distinctions could be made between the sexes as well as between grades.

Also desired was the tabulation by sex of the popularity of each book title, both real and fictitious. In addition it was desirable to know what types of books were preferred by boys and by girls at the different grade levels. The total number of "Ls," "Ns," and "Ds" for each child was needed in order to see if the instrument would predict the amount of reading done by the child as checked against his teacher's rating as well as against his own judgment of himself. It was decided,

also, to keep the total number of preferences each child expressed for fictitious titles separate from those shown for real titles so that a comparison of the two types of questionnaires could be made. In addition, a record was kept of the amount of comic book reading done as shown in the general questionnaire so that comparisons could be made between those children expressing great preference for comic books and those revealing little interest in such reading.

In order to keep all of these figures, two kinds of records were kept. One was a key used to score the titles questionnaire. The keys were made of heavy oak tag paper, and one key was made for each type of book appearing on that page. Since it was impossible to keep each book of a type on a single page, two and sometimes even three keys were necessary for each type. Separate keys were made for fictitious and real titles. Each key had small windows cut from it at such intervals that they would fit over the preferences expressed for that particular type of story. Each window was labeled with the title of the book over which it fitted.

The rest of the key was divided into three columns: one for "L" choices, one for "N" choices, and one for "D" choices. Tabulations for boys were kept in red while those for girls were indicated by blue. With each key labeled according to type, and with its windows fitting over the choices made of book titles of that type, it was simple to tabulate on the key the number of boys and girls who expressed a liking for the book title, an indifference to it, or a dislike of it.

The other type of record was in the form of a chart made on graph

paper. Different charts were made separating the children by sex and by grade as well as by their choices in fictitious as opposed to real titles. On each chart was a column for the number assigned to the child. There were also columns for the number of "L" choices, "N" choices, and "D" choices for each child, separated according to the ten types of stories established in the classification. Also included were columns for the total number of "Ls," "Ns," and "Ds" for each child. On the fictitious titles chart was a column for the amount of comic book reading done as revealed in the child's general questionnaire. This was tabulated by the use of symbols. The symbol + was used to indicate much comic book reading, ✓ to show a moderate amount of reading of comic books, and – to show little or no reading of comic books. Also on the fictitious titles chart was a space for the rating given to the child by the examiner after analyzing the child's general questionnaire and a column for the teacher's rating of the child. It was not necessary to repeat this on the real titles chart, but a column was reserved for the total number of "L" choices, "N" choices, and "D" choices indicated by each child in both the fictitious and real title parts of the questionnaire.

The numbers for both the keys and the charts were recorded at the same time to be sure that the tabulations for each child were kept separately. This simultaneous tabulation also made it possible to get all the figures from the sheets in one operation, thus saving considerable time.

When all the information was transferred from the surveys to the keys and charts, it remained only to total the columns to find the final

figures. The figures added across the charts gave the total number of "L" choices, "N" choices, and "D" choices for each child. The columns added down gave total figures for each type of book. These totals were separated by sex and grade. The totals on the keys gave the number of girls and the number of boys who expressed liking, indifference, or dislike for each title in the entire questionnaire.

Thus, all the data needed for the study could be tabulated either on the charts or on the keys. The information for the tables could be obtained quickly and easily, and an adequate picture of the findings could be gained by a perusal of the two types of records.

The study, therefore, made use of three different questionnaires in gaining information about children's interests in literature. The first asked the children to indicate their feelings toward a list of one hundred different book titles. Fifty of these titles were fictitious, and fifty were real. It was expected that this instrument would reveal the type and title of book which would appeal to children of middle-grade age.

The second measure gave the classroom teachers opportunity to rate the children in the study according to a numbered rating scale. The instrument, though subjective, was expected to give an indication of the amount and type of reading actually accomplished by the children. It was to be used as a basis of comparison with the preferences expressed on the titles questionnaire.

The third measure, the children's general questionnaire, was an additional check on the actual reading being done by each child. It was

to substantiate the information gained by the teacher's rating scale.

The information from all three parts of the instrument was analyzed to determine what qualities interest children in books, and to discover whether the instrument could be used to predict the amount and type of reading which would be done by a child.

CHAPTER IV

THE ANALYSIS OF THE DATA

The main purpose of the study was to discover what qualities in books and stories arouse interest in children of the fourth, fifth, and sixth grades. In addition it was desirable to determine whether a questionnaire of this type could be used as a predictive measure of children's reading.

The tabulation was done as described in the previous chapter. The analysis of the data has led to the conclusions that the three questionnaires used were adequate to explore the reading interests of boys and girls of middle-grade age, but that the instrument in its present form could not be used as a predictive measure.

The tabulations were done on a total of 505 children of whom 243 were boys and 262 were girls. Fourth, fifth, and sixth grade children were examined in order that an analysis could be made of the effect of maturity as well as sex on the reading preferences of the children.

The titles questionnaire included fifty real titles as well as fifty fictitious titles to determine whether one type of title was more indicative of the actual reading interests of the child than the other. Table I reveals that there is no statistical difference between the number of real titles and the number of fictitious titles liked by the sixth grade children included in the study. The 152 children showed a mean liking for 22.15 fictitious titles as opposed to 21.75 real titles.

Since there was no real difference shown in the expressed preferences of sixth grade children in either part of the instrument, it was considered unnecessary to find the differences in the other two grades.

TABLE I

COMPARISON OF NUMBER OF "L"S CHECKED BY SIXTH GRADE CHILDREN ON REAL TITLES AND FICTITIOUS TITLES

	No.	Mean	SE_{mean}	Diff.*	SE_{diff}	CR
Fictitious titles	152	22.15	.6285	.40	.94	.43
Real titles	152	21.75	.7056			

* Difference between the mean number of real and fictitious titles liked.

The titles in both the real and fictitious sections of the questionnaire were organized under ten classifications. Table II shows the preferences of both boys and girls in all grades for book titles under the various classifications. Since no statistical difference had been found between liking for real and for fictitious titles, both were combined in Table II. Thus, for each type of book there was a possibility of showing liking for ten titles. The median of the number of titles liked under each classification is shown for boys and girls in each grade. Therefore, out of ten titles under the classification Young Americans, both boys and girls of grade four expressed a liking for a median of five. Boys in the fifth grade showed a liking for a median of five also, while the fifth grade girls liked six. The median of the number liked by

TABLE II

NUMBER OF BOOKS LIKED BY BOYS AND GIRLS IN GRADES IV, V, AND VI UNDER VARIOUS CLASSIFICATIONS

Types	Grade IV		Grade V		Grade VI	
	Boys	Girls	Boys	Girls	Boys	Girls
Young Americans	5	5	5	6	4.5	5
Animals, Real and Imaginary	7	6	6	7	7	6
The World About You	4	4	4	4	3	2
Tales of Fun and Fancy	4	6	4	6	2.5	5
Mystery and Detective	8	6	8	8	7	9
People of the Past	7	5	6	4	6	4
Rhyme and Rhythm	1	4	0	5	0	3.5
Invention and Discovery	6	2	6	3	5	2
Tales of Everywhere	4	5	3	4	3	4
Pleasures and Pastimes	4	4	4	5	4	3

* Numbers used in this table are expressed as medians.

sixth grade boys dropped to four and five tenths, while sixth grade girls liked five.

It can be seen that great differences existed between the liking of the boys and girls for titles under the different classifications. Poetry was obviously received with little enthusiasm, especially by the boys, while stories of mystery were read with great enjoyment. Animal stories were also popular, as well as stories of people in history. In the latter, boys expressed particular interest, as they did in stories of invention and discovery. Books of nature and science, of fantasy, of hobbies and sports, and of children of other lands were only moderately appealing to the children in the study. They expressed a moderately high interest in stories of boys and girls like themselves.

It is apparent from inspection that there is little difference between the liking expressed by the boys and by the girls for books under the classifications Young Americans, Animals Real and Imaginary, The World About You, Mystery and Detective, and Pleasures and Pastimes. On the other hand, differences between the preferences of the sexes are shown in the classifications Tales of Fun and Fancy, People of the Past, Rhyme and Rhythm, Invention and Discovery, and Tales of Everywhere. Table III reveals more clearly the sex differences in types of reading choices in those areas where a difference was evident. In all classifications a significant critical ratio was found, suggesting that real differences do exist between boys and girls in those types of stories. This was especially true in the area of invention and discovery where the mean of the "L's" checked by the boys was 5.43 while that of the

TABLE III

DIFFERENCES IN READING CHOICES OF BOYS AND GIRLS UNDER VARIOUS CLASSIFICATIONS OF TITLES

Classifications	Boys		Girls		Diff.	$SE_{diff.}$	CR
	Mean	SE_{mean}	Mean	SE_{mean}			
Tales of Fun and Fancy	3.68	.1443	5.70	.1594	2.02	.22	9.18
People of the Past	6.39	.1552	4.66	.1482	1.73	.21	8.24
Rhyme and Rhythm	1.44	.1418	4.34	.2026	2.90	.25	11.60
Invention and Discovery	5.43	.1770	2.64	.1377	2.79	.22	12.68
Tales of Everywhere	3.53	.1578	4.53	.1377	1.00	.21	4.76

girls was only 2.64.

Table IV shows the effect of maturity on children's interests, using the combined preferences of the boys and girls in grade four and in grade six. In most cases little difference was found between the two grades. Interest remained exactly the same in titles under the classifications Young Americans and Pleasures and Pastimes. Children in the sixth grade showed a slight increase in interest in stories of animals and in mystery stories. There was a scant decrease in interest in stories of Fun and Fancy, People of the Past, Rhyme and Rhythm, Invention and Discovery, and Tales of Everywhere. There was a more decided decrease in interest in stories of The World About You. The table should be read that the children of grades four and six both liked a median of five titles out of a possible ten under the classification Young Americans.

The titles questionnaire section of the instrument was designed to reveal the kinds of books appealing to middle-grade children by giving them an opportunity to check the titles they liked. It was vital, therefore, to analyze the interest shown in these individual titles in order to determine the importance of a title to the appeal of the book and what factors in a title cause the book to be chosen.

In Table V the fifty fictitious titles and the fifty real titles are arranged according to their classifications, and the percent of boys and girls who liked the book is shown beside each title. It is easy to see which titles appealed primarily to the boys or to the girls in the study and which were interesting to both or lacked interest for both.

TABLE IV

DIFFERENCES IN CHOICES OF READING BETWEEN GRADES IV AND VI USING BOYS AND GIRLS GROUPED TOGETHER

Types	Medians Grade IV	Medians Grade VI
Young Americans	5	5
The World About You	4	2
Animals, Real and Imaginary	6	6.5
Fun and Fancy	5	4
Mystery and Detective	7	8.5
Rhyme and Rhythm	2	1
Invention and Discovery	4	3
Tales of Everywhere	4	3
Pleasures and Pastimes	4	4
People of the Past	6	5

Table V also makes clear the fact that the title as well as the type of book played an important part in its choice by the boys and girls. Under each classification varying degrees of interest were shown by the children in the different titles. For instance, under the classification Young Americans, the boys showed high interest in the titles Boy Rangers in the Rockies and Tommy Rides the Range and little liking for The Littlest House and Peggy and Her Little House. The major reason for this divergence of opinion was probably that the first two were concerned with boys' adventures while the last two were feminine in their approach. Probably also to be considered in this wide variance of interest was the point made by Cundiff[1] that titles containing the word Little do not appeal to children. The girls, however, were evidently less disturbed by the word than the boys. They showed a moderately high interest in both books.

Still another example of the interest shown in the title rather than in the type of story was revealed under the classification Tales of Everywhere. There the girls showed high interest in the story Heidi and little liking for Chang of the Yangtze. It is suggested that a reason for this might be the greater familiarity with Switzerland because of the inclusion of that country in the course of study of the children analyzed.

Another point made clear in Table V is the great difference in the interest shown in some titles by boys and girls. Alice's

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[1]Ruth E. Cundiff, "Children's Reading Interests," Peabody Journal of Education, 25: 261-2, May, 1948.

TABLE V

PERCENTAGE OF BOYS AND GIRLS IN GRADES IV, V, AND VI WHO EXPRESSED LIKING FOR BOOK TITLES

Title	Boys % Liked N-243	Girls % Liked N-262
Young Americans - Real titles		
Caddie Woodlawn	63.79	53.82
The Littlest House	24.28	71.37
A Little Pilgrim to Penn's Woods	37.86	56.87
Real Diary of a Real Boy	56.79	47.33
Timmy Rides the China Clipper	44.03	50.38
Young Americans - Fictitious titles		
Barrie of West Point	61.32	25.95
Peggy and Her Little House	6.17	64.12
Boy Rangers in the Rockies	87.24	41.60
Tommy Rides the Range	79.84	60.31
Tibby the Tomboy	23.05	59.54
Animals, Real and Imaginary - Real titles		
Paddlewings, Penguin of the Galapagos	39.09	37.02
Infants of the Zoo	45.68	51.91
Lad, a Dog	79.84	80.92
Jungle Book	69.96	54.96
Blind Colt	76.95	76.72
Animals, Real and Imaginary - Fictitious titles		
Patches, a Mongrel Pup	54.73	72.90
Famous Horses	85.19	66.03
Animals in the War	75.72	44.66
Dan and the Pinto Colt	74.90	74.05
Dog Who Talked with a King	48.97	68.70
The World About You - Real titles		
What Bird Is That	31.69	32.82
Book of Pre-Historic Animals	55.97	32.82
Polliwiggle's Progress	21.81	48.85
Stars Through Magic Casements	38.27	36.64
Wonders of the Sea	66.67	39.31

TABLE V (continued)

PERCENTAGE OF BOYS AND GIRLS IN GRADES IV, V, AND VI WHO EXPRESSED LIKING FOR BOOK TITLES

Title	Boys % Liked N-243	Girls % Liked N-262
The World About You - Fictitious titles		
Heavens Above: A Story of the Stars	35.39	36.26
Birds of America	44.44	34.35
A Visit to the Ant Kingdom	32.92	42.37
How Did the World Begin	47.74	42.37
From Tadpole to Bullfrog	19.75	19.08
Tales of Fun and Fancy - Real titles		
Peterkin Papers	19.75	43.13
East of the Sun and West of the Moon	59.26	59.92
Alice's Adventures in Wonderland	38.68	79.77
Stories from the Arabian Nights	60.91	47.33
Pigtail of Ah Lee Ben Loo	20.99	47.71
Tales of Fun and Fancy - Fictitious titles		
Fairy Tales from Many Lands	19.34	74.05
Fairy Fun	13.58	67.56
By Rocket to the Moon	72.84	32.06
Nonsense Stories	30.86	54.96
Wonder Tales of Long Ago	32.10	67.18
Mystery and Detective - Real titles		
Boarded-Up House	58.85	70.23
Emil and the Detectives	69.14	54.58
Mystery Club	72.84	72.14
Tory House Mystery	75.31	75.57
Mystery of Black Pearl Island	83.54	79.39
Mystery and Detective - Fictitious titles		
Mystery of the Old Red Barn	76.54	80.15
Secret of the Misty Island	76.54	75.19
Strange Happenings at Kenwood	37.86	51.15
Haunted House	79.42	82.06
Mysterious Jewel of Karakan	61.32	65.27

TABLE V (continued)

PERCENTAGE OF BOYS AND GIRLS IN GRADES IV, V, AND VI
WHO EXPRESSED LIKING FOR BOOK TITLES

Title	Boys % Liked N-243	Girls % Liked N-262
People of the Past - Real titles		
Og of the Cave People	53.50	33.59
Pony Express Goes Through	84.36	62.21
Young Lafayette	28.81	35.11
Leif the Lucky	51.44	57.63
Andy Jackson, Boy Soldier	66.67	41.22
People of the Past - Fictitious titles		
In the Days of Cavemen	66.26	35.88
Knights of the Middle Ages	52.67	28.24
Young Washington	59.67	62.60
Daniel Boone, Hunter	82.72	53.05
Buffalo Bill, of the Wild,Wild West	94.24	64.89
Rhyme and Rhythm - Real titles		
My Caravan	16.87	39.31
American Songs	18.52	55.34
Peacock Pie	13.58	36.26
Child's Garden of Verses	16.05	53.82
Sing Song	8.64	38.55
Rhyme and Rhythm - Fictitious titles		
Golden Book of Verse	14.81	40.08
Magical World of Poetry	13.99	25.95
Choose a Partner	16.05	55.34
Cabbages and Kings: Poems about Everything	15.23	43.13
Time to Sing	9.05	44.67
Invention and Discovery - Real titles		
What Makes the Wheels Go Round	33.74	35.50
Men Who Found Out	57.61	23.66
Boys' Own Book of Great Discoverers	62.96	14.12
Wonderful Wings	54.32	18.70
How and Why Discoveries	49.38	25.19

TABLE V (continued)

PERCENTAGE OF BOYS AND GIRLS IN GRADES IV, V, AND VI WHO EXPRESSED LIKING FOR BOOK TITLES

Title	Boys % Liked N-243	Girls % Liked N-262
Invention and Discovery - Fictitious titles		
Over the North Pole	51.44	40.84
From Horse Car to Streamliner	42.39	23.28
Dave Parker Goes Exploring	63.37	46.95
Story of the Atom Bomb	79.84	27.10
Better and Better Planes	48.97	8.78
Tales of Everywhere - Real titles		
Chinese Twins	27.57	67.56
Heidi	44.44	82.06
Wings Over Holland	37.86	45.04
With Mikko Through Finland	28.40	23.28
Nicolina	14.81	67.56
Tales of Everywhere - Fictitious titles		
Land of the Big Dikes	30.86	38.55
Flying Skis of Norway	53.91	41.22
Chang of the Yangtze	19.75	18.32
Manuel and the Kicking Burro	37.04	39.31
Exploring the Andes	58.44	30.15
Pleasures and Pastimes - Real titles		
Beginner's Book of Model Airplanes	52.26	6.87
25 Kites that Fly	25.93	20.23
Bed-Time Fun	20.58	62.98
Penny Puppets	24.28	64.12
Play the Game, the Book of Sport	68.31	44.27
Pleasures and Pastimes - Fictitious titles		
Home Run King	68.31	51.53
Acting is Fun: a Book of Plays	25.51	62.60
A Hundred Things to Do on a Rainy Day	36.63	67.94
For the Young Stamp Collector	28.81	25.95
And Then There's Fishing	53.09	25.57

Adventures in Wonderland, for an example, was revealed as being much more interesting to girls than to boys, while Stories from the Arabian Nights appealed more to boys than to girls. Beginner's Book of Model Airplanes was of relatively high interest to boys and of little interest to girls, while Acting Is Fun: a Book of Plays appealed primarily to girls and was seldom chosen by the boys in the study.

Also revealed by Table V is further proof of the findings made by many investigators, including Terman and Lima[1] and Zeligs[2], that girls are more interested in boys' books than boys are in girls' books. For example, under the classification Young Americans, 60.31 percent of the girls liked the book title Tommy Rides the Range, but only 6.17 percent of the boys liked the title Peggy and Her Little House.

The secondary purpose of the study was to reveal whether or not the instrument could be used to predict the amount of reading to be expected from each child. As can be seen by Table VI, the instrument in its present form cannot be used as a predictive measure. According to the teacher's rating scale, the child reading most widely and with the greatest enthusiasm was to be given a rating of one. According to Table VI, the 140 children receiving a teacher's rating of one showed a mean liking for 48.95 titles out of a possible one hundred. Those 151 children receiving a teacher's rating of two revealed a slightly higher number of preferences as indicated on the titles questionnaire. The mean

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[1]Lewis W. Terman and Margaret Lima, Children's Reading, New York: D. Appleton-Century Company, 1935, p. 72.

[2]Rose Zeligs,"What Sixth Grade Children Are Reading," Elementary English Review, 14: 262, November, 1937.

TABLE VI

COMPARISON OF TEACHERS' RATINGS WITH NUMBER OF TITLES INDICATED AS LIKED

Ratings	No.	Mean	SE_{mean}	Diff.*	$SE_{diff.}$	CR
1	140	48.95	.1691			
2	151	49.55	.9520	-.60	.97	.62
3	152	45.80	1.3544	3.75	1.66	2.26
4	48	43.45	2.2727	2.35	2.65	.89
5	15	51.00	5.8398	-7.55	6.27	1.20

* Difference between mean of item indicated and the one above.

number of titles liked by children receiving teachers' ratings of three and four decreases correspondingly. The table is thrown out of line, however, by the mean number of titles liked by children receiving a teacher's rating of five. These children expressed a mean liking for 51.00 titles, or more than the number liked by any of the other children. It must be noted that the number of children rated either four or five is very much smaller than the number rated higher by their teachers. The smallness of the numbers at the bottom of the scale makes the interpretation of the figures difficult and unreliable. A larger sampling of children might reveal changes in the direction of the preferences indicated by the children with low teachers' ratings.

As an additional check on the validity of the teacher's rating, a questionnaire was given to each child on which he was to indicate in a series of answers to questions his own opinion of his interests in reading. Using the answers to these questions as a basis, the examiner gave to each child a rating using the same scale as was used by the teacher. This rating, subsequently called the child's rating, was compared with the teacher's rating to see whether there was a correlation between them. Table VII shows that there is such a correlation and that the child's rating and his teacher's rating compare favorably. Thus, 78 of the children rated one by the teachers also rated themselves as one; 71 of the children rated as two by their teachers rated themselves as two, also. Only in the four and five ratings is there a variation. There the children rated themselves higher, in most cases, than the teachers. Of the children rated as five by the teachers, 9 of them rated themselves as

TABLE VII

COMPARISON OF TEACHERS' RATINGS WITH CHILDREN'S RATINGS

Teacher's Ratings					
1	0	4	19	36	78
2	0	5	33	71	40
3	0	10	80	42	20
4	1	12	27	8	2
5	1	6	9	0	0
	5	4	3	2	1

Children's Ratings

three, 6 of them rated themselves four, and only 1 gave himself a rating of five.

It was desirable to know whether the girls or the boys indicated that they liked more titles. Previous research by Witty and Lehman[1], Lancaster[2] and others has revealed that girls show more interest in voluntary reading than boys. Table VIII shows that these findings have been carried out by this study. The seventy-eight girls in sixth grade indicated a mean liking for 45.90 titles while the boys showed a mean liking for only 41.85, thus suggesting that the girls in the study liked to read slightly more than the boys.

TABLE VIII

DIFFERENCE BETWEEN THE NUMBER OF TITLES LIKED BY THE GIRLS AND THE NUMBER LIKED BY THE BOYS USING SIXTH GRADE CHILDREN

	No.	Mean no. liked	SE_{mean}	Diff.*	$SE_{diff.}$	CR
Girls	78	45.90	1.4349	4.05	2.43	1.67
Boys	74	41.85	1.9593			

* Difference between the mean number liked by the girls and that by the boys.

Table IX shows how the teachers' ratings of the girls compare with their ratings of the boys. The mean teacher's rating of the girls was

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[1]Paul Witty and Harvey C. Lehman, "A Study of the Reading and Reading Interests of Gifted Children," Pedagogical Seminary and Journal of Genetic Psychology, 40: 472-85, April, 1932.

[2]Thomas J. Lancaster, "A Study of the Voluntary Reading of Pupils in Grades IV to VIII, Elementary School Journal, 28: 535, January, 1928.

2.22, whereas the rating of the boys was 2.32. It is evident that there was no statistical difference between the mean rating given to the boys and that given to the girls.

TABLE IX

DIFFERENCE BETWEEN TEACHER'S RATINGS OF BOYS AND GIRLS IN GRADE SIX

	No.	Mean teacher's rating	SE_{mean}	Diff.*	$SE_{diff.}$	CR
Girls	78	2.22	.1099	.10	.16	.63
Boys	74	2.32	.1174			

* Difference between the mean teacher's rating given to boys and that given to girls.

One of the questions asked on the pupil's questionnaire concerned the amount of comic book reading done by each child. From the information gained in this way, the relationship could be determined between the amount of comic book reading done and the amount of interest shown on the titles questionnaire. Those children who checked either that half or most of their reading was done in comic books were considered in the group who did much comic book reading. Those who said that little or none of their reading was in this field were classed as those who did little comic book reading. It can be seen from inspection that there were fewer children in the group which confessed to much reading of such books. The children who stated that they did little comic book reading checked a mean total of 50.65 Ls on the titles questionnaire, while those who did much comic book reading revealed a mean total of only 46.05 titles liked. It would appear

from these figures that the children who indicated a greater number of reading interests spent less time on reading comic books.

TABLE X

COMPARISON OF NUMBER OF TITLES LIKED BY CHILDREN DOING MUCH COMIC BOOK READING AND THOSE DOING LITTLE

	No.	Mean titles liked	SE_{mean}	Diff.*	$SE_{diff.}$	CR
Little Comic Book Reading	238	50.65	1.0693	4.60	1.82	2.53
Much Comic Book Reading	130	46.05	1.4781			

* Difference between the mean number of titles liked by those doing much comic book reading and those doing little.

The figures presented here have been the result of the analysis of children's interests in literature as determined by an instrument devised for the study. They have shown how sex and maturity have influenced the choices made by the children. An individual analysis has been made of each of one hundred titles to show the appeal of each to the boys and girls examined. The effect of comic book reading has been briefly shown. An examination has been made of the instrument itself to determine its usefulness as a predictive measure. The information gained has given additional insight into the problem of children's preferences in literature, and has presented a new technique in the measuring of those interests.

CHAPTER V

SUMMARY

This study was carried on for the purpose of investigating the interests of middle-grade children in the field of literature. It was hoped also that an instrument could be devised which would predict the amount and type of reading which each child could be expected to do.

A review of the literature revealed that many people have done research in the field of children's interests in books. Much has been contributed to show the kinds of books that children prefer and the effect of sex and maturity on preferences for books. Most of these investigations were made by tabulating withdrawals from the library or by questioning children as to books they had recently read. The need was apparent for some measure of children's interests which would use direct contact with the child and be objective and comprehensive in its approach.

An instrument was devised consisting of three questionnaires. One was composed of a series of one hundred titles, fifty of which were fictitious and fifty real. The titles were organized under ten major classifications in the field of children's literature, but they were scattered at random throughout the questionnaire. The children were to indicate which books they would like to read, which ones they would be indifferent to, and which ones they would dislike to read. They were also given the opportunity to show which of the real titles they had previously read.

In order to check on the amount and variety of reading actually

being done by the child, two additional questionnaires were made. One was in the form of a rating scale by which the teachers were to judge the children in their classrooms. The other was a general questionnaire on which the children were to answer several questions concerning their actual reading of books, magazines, and comics. The results obtained from these two questionnaires were to be weighed against each other, and the resulting judgment was to be checked against the amount and variety of interest shown on the titles questionnaire.

The instrument was used in all the fourth, fifth, and sixth grades in a suburban town. The classroom teachers administered the instrument which took about thirty minutes for both parts of the children's questionnaire. The final tabulations were made on 505 children, of whom 181 were in fourth grade, 172 in fifth grade, and 152 in sixth grade.

Many facts were found by the survey which add to our knowledge of the pattern of children's interests in reading. Sex was re-emphasized as being one of the most important factors in determining children's preferences for books. It was obvious that sex influenced the children's choices of individual titles as well as their choices of types of stories.

The tabulations revealed that certain classifications of stories were preferred by boys and others by girls. Boys expressed more liking for stories of People of the Past and of Invention and Discovery than did girls. Girls showed greater interest in Tales of Fun and Fancy, in Rhyme and Rhythm, and in Tales of Everywhere than did boys. Both boys and girls showed high interest in stories of Animals, Real and Imaginary and of Mystery and Detective. Moderate interest was expressed by both in stories

of Young Americans, while there seemed to be less interest in stories of The World About You and Pleasures and Pastimes.

Even more indicative of the influence of sex on choices in books was revealed by the tabulations on the individual titles. Many books, such as The Littlest House and Peggy and Her Little House were liked by the girls but were seldom chosen by the boys. These books were obviously about girls, and the boys showed little inclination to choose such titles.

It is interesting to note, however, that the girls showed considerable interest in stories of boy adventure. While Boy Rangers in the Rockies was chosen more frequently by the boys, it was liked by a fair percentage of girl readers. Tommy Rides the Range was very popular among the girls, although obviously a boy's book.

The tabulations made under the various classifications of books showed that animal stories were liked by both boys and girls. Nonetheless, even here it was apparent that sex was an influential factor in choosing individual titles. Books such as Patches, a Mongrel Pup and The Dog Who Talked with a King received more favorable attention from the girls than from the boys, probably because of the lack of adventure inherent in the titles. Boys preferred books with the titles Famous Horses and Animals at War.

Many of the titles chosen by the boys revealed a desire for action and adventure while the girls were apparently satisfied with quieter and more imaginative titles. By Rocket to the Moon was the kind of fantastic story the boys liked, while Fairy Tales from Many Lands interested the girls.

Among the most popular titles chosen by both boys and girls were the real titles Lad a Dog and Mystery of Black Pearl Island. Among the fictitious titles chosen most frequently by both boys and girls were Dan and the Pinto Colt and The Haunted House. It was apparent that animal stories and mystery stories were extremely popular with both boys and girls.

The results of the questionnaires showed little change in the interests of the children in the sixth grade from those in the fourth grade. While maturity obviously plays a part in changing the interests of boys and girls in books, it is of inconsiderable importance in a range as small as that used in the investigation. A small loss of interest was shown by sixth grade children in stories of nature and science, fairy stories, stories of other lands, and in biography and poetry. A small increase in interest was noted in mystery stories. In the other areas of children's literature, interest remained about the same for both groups.

The effect of comic books upon children's tastes in literature has been constantly in the public eye in recent years. The problem was briefly considered in the investigation. Among the questions on the children's general questionnaire was one concerning the amount of comic book reading done. From the answers to these questions, each child was rated as reading a considerable number or as reading few books of this type. The children in the two groups were compared as to the number of interests shown on the titles questionnaire. Those expressing little interest in comics indicated a slightly higher number of titles liked than those doing much comic book reading. While the critical ratio was not high, it would seem that one of two things was true. Either the reading of comic books

lessens slightly the interest in other types of reading, or children who have little interest in other books find satisfaction in the comics.

The secondary purpose of the study was to devise an instrument which would predict the amount and type of reading which could be expected from each child. The instrument in its present form will not do this. It cannot be used as a predictive measure since it does not distinguish between the enthusiastic and the apathetic reader.

In order to ascertain whether the measure would predict how much reading could be expected, it was necessary to compare the number of titles liked on the titles questionnaire with the actual reading done by the child. Two means of finding the actual reading were used, - - the teacher's rating of the child, and the rating given on the child's own statement of his interests in reading. Since these two ratings proved to be similar in the majority of cases, the teacher's rating was accepted as a fair judgment of the amount of interest shown by each child in voluntary reading.

The teacher's rating for each child was then compared with the number of titles indicated as liked by the child. The resulting figures showed that the children rated highest by their teachers liked a mean of 48.95 titles. The group rated next highest liked 49.55 titles. The next two groups as rated by their teachers showed a decreasing number of "L" choices, as would be expected. However, those rated as non-readers, or low interest readers, expressed a liking for 51 titles, or more than any other group. Thus, the number of titles liked by a child did not predict the interest in reading which the child could be expected to show.

The study has made a further analysis of children's interests in literature. It has added to the knowledge of the influence of sex and maturity on their preferences for books. The types of books liked by the boys and girls in the study have been shown as well as the individual titles which were proved popular or of little interest. The effect of the popularity of comic books on children's interests in other types of stories has been briefly indicated. No proof has been obtained, however, of the instrument as a predictive measure. More research and a further refining of the instrument is necessary before it can be used for such purposes.

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APPENDIX

To the teacher:

We are trying to find out more about children's interests in literature. The questionnaires which we are sending you are designed to help us in this study.

One of the questionnaires is addressed to the teacher and is for you to fill out according to your best judgment. The other two are for the boys and girls in your class. They should do first the one entitled "Survey of Reading Interests." The other one, a record of their reading, may be given directly afterwards or at another time.

Thank you for your time and co-operation.

SURVEY OF READING INTERESTS

Name_____ Grade _____ Date _____

School_____ Boy or Girl?_____

This is not a test. There are no right or wrong answers. It is simply to find out what kinds of books you like to read.

On the following pages you will see a list of titles of stories. You have not read any of them because they are not real stories. The titles will tell you what the book is about.

Put a circle around (L) if you would <u>like</u> to read a book by that title, around (N) if you would <u>neither</u> like nor dislike reading it, and around (D) if you would <u>dislike</u> reading the story.

1. L N D Barrie of West Point
2. L N D Patches, a Mongrel Pup
3. L N D Peggy and Her Little House
4. L N D Heavens Above: a Story of the Stars
5. L N D Famous Horses
6. L N D Birds of America
7. L N D Animals in the War
8. L N D Boy Rangers in the Rockies
9. L N D A Visit to the Ant Kingdom
10. L N D Dan and the Pinto Colt
11. L N D Tommy Rides the Range
12. L N D How Did the World Begin?
13. L N D Tibby, the Tomboy
14. L N D From Tadpole to Bullfrog
15. L N D The Dog Who Talked With a King
16. L N D Better and Better Planes

Lesson on Sentence Completion

Name _____ Class _____ Date _____

Teacher _____ Tot. Pts. 100 / _____

Only if you do a good job. There are no prizes or grades involved. It is simply a test for that kind of people you like to read.

In the following pages you will see a list of sentences. Each one has some word or words missing. The sentence will not make sense until you fill in the blanks.

Each sentence ranges (1) or one would like to see a bear, or some action (2) if we are trying perhaps like the (3)ality involved in, and so forth (4) if necessary (5)ation, whether the answer

1. I _ _ _ Speech of many forms
2. I _ _ _ Thinking, I imagined God
3. I _ _ _ Though not the Jewish Church
4. I _ _ _ Sometimes (2)ers a theory of the study
5. I _ _ _ Sunday the sun
6. _ _ _ _ Sides of Jewishness
7. _ _ _ _ Endeavor in the war
8. _ _ _ _ Top Business in the Evening
9. _ _ _ _ A Visit in the for Eternity
10. _ _ _ _ Man and the Plain (2)ure
11. _ _ _ _ Young Elders the Image
12. _ _ _ _ The (2)... the world (2)ed
13. _ _ _ _ Flow, the Lodge
14. _ _ _ _ Form Imagine to Religion
15. _ _ _ _ The one the Second (2)ers a Lodge
16. _ _ _ _ Seeing the Jewish Church

17. L N D Fairy Tales from Many Lands
18. L N D The Land of the Big Dikes
19. L N D In the Days of Cavemen
20. L N D The Golden Book of Verse
21. L N D Mystery of the Old Red Barn
22. L N D Fairy Fun
23. L N D Over the North Pole
24. L N D The Secret of the Misty Island
25. L N D The Magical World of Poetry
26. L N D Knights of the Middle Ages
27. L N D The Flying Skis of Norway
28. L N D From Horse-Car to Streamliner
29. L N D By Rocket to the Moon
30. L N D Strange Happenings at Kenwood
31. L N D Choose a Partner: Dances and Singing Games
32. L N D Young Washington
33. L N D Dave Parker Goes Exploring
34. L N D Nonsense Stories
35. L N D The Haunted House
36. L N D Cabbages and Kings: Poems About Everything
37. L N D Daniel Boone, Hunter
38. L N D The Story of the Atom Bomb
39. L N D Wonder Tales of Long Ago
40. L N D Time to Sing
41. L N D The Mysterious Jewel of Karakan
42. L N D Buffalo Bill of the Wild, Wild West
43. L N D The Home-Run King
44. L N D Acting is Fun: a Book of Plays
45. L N D A Hundred Things To do on a Rainy Day

46. L N D Chang of the Yangtze

47 L N D For the Young Stamp Collector

48. L N D Manuel and the Kicking Burro

49 L N D And Then There's Fishing!

50. L N D Exploring the Andes

The next set of titles are real stories. Perhaps you have read some of them. Mark them just as you did the others: (L) if you would like to read it; (N) if you would neither like nor dislike reading it; and (D) if you would dislike reading the story.

Then put a check (✓) in front of each book you have already read. Be sure you mark each book with an (L) (N) or (D) whether you have read it or not.

Remember to check the ones you have read.

__ 1. L N D Og of the Cave People

__ 2. L N D The Pony Express Goes Through

__ 3. L N D The Beginner's Book of Model Airplanes

__ 4. L N D Young Lafayette

__ 5. L N D 25 Kites that Fly

__ 6. L N D Leif the Lucky

__ 7. L N D Bed-Time Fun for Boys and Girls

__ 8. L. N D Andy Jackson, Boy Soldier

__ 9. L N D Paddlewings, the Penguin of the Galapagos

__ 10. L N D What Makes the Wheels Go Round

__ 11. L N D The Boarded-Up House

__ 12. L N D My Caravan, a Book of Poems for Boys and Girls

__ 13. L N D The Chinese Twins

__ 14 L N D Infants of the Zoo

__ 15. L N D Emil and the Detectives

__ 16. L N D Men Who Found Out, Stories of Great Scientific Discoverers

__ 17. L N D Heidi

__ 18. L N D American Songs for Children

__ 19. L N D Lad, a Dog

__ 20. L N D Boys' Own Book of Great Inventions

__ 21. L N D The Mystery Club

__ 22. L N D The Jungle Book

__ 23. L N D Wings Over Holland

__ 24. L N D Peacock Pie; a Book of Rhymes

__ 25. L N D Wonderful Wings; the Story of Aviation

__ 26. L N D Child's Garden of Verses

__ 27. L N D Penny Puppets, Penny Theatre and Penny Plays

__ 28. L N D Blind Colt

__ 29. L N D With Mikko Through Finland

__ 30. L N D Play the Game, the Book of Sport

__ 31. L N D Nicolina, the Story of a Little Girl in Italy

__ 32. L N D Sing Song

__ 33. L N D How and Why Discoveries

__ 34. L N D Caddie Woodlawn, a Frontier Story

__ 35. L N D What Bird is That?

__ 36. L N D Peterkin Papers

__ 37. L N D The Book of Prehistoric Animals

__ 38. L N D Littlest House

__ 39. L N D East of the Sun and West of the Moon

__ 40. L N D Polliwiggle's Progress

__ 14. 1 2 3 Shall, and you shall receive

__ 15. 1 2 3 Healthy, Wealth and Wisdom or Great Expectations

__ 16. 1 2 3 Ballad

__ 17. 1 2 3 Lumberjack Songs for Children

__ 18. 1 2 3 Lad, a Dog

__ 19. 1 2 3 Happy Can-Book of Small Conversations

__ 20. 1 2 3 The Spelling Bee

__ 21. 1 2 3 The Jungle Book

__ 22. 1 2 3 Village Over Estimate

__ 23. 1 2 3 Treasure Fish; a Book of Riddles

__ 24. 1 2 3 Wonderful Wagons and Jungle of Jungles

__ 25. 1 2 3 Cousins Derive of Tapers

__ 26. 1 2 3 Jungle Puppets, Jungle Theatre (A Jungle Play)

__ 27. 1 2 3 Sling Jack

__ 28. 1 2 3 Wild Animal Training Stories

__ 29. 1 2 3 Jump the Road, the Book of Poems

__ 30. 1 2 3 Grandma, the Story of a Little Girl in Paris

__ 31. 1 2 3 Blue Bird

__ 32. 1 2 3 Fur and Fin Treasures

__ 33. 1 2 3 Cuddle Woollies, a Bramber Story

__ 34. 1 2 3 Year Book Is Ready

__ 35. 1 2 3 Friendly Poems

__ 36. 1 2 3 The Book of Invention, Science

__ 37. 1 2 3 Birthday Stamp

__ 38. 1 2 3 Hunt of the Sun and Year of the Moon

__ 39. 1 2 3 Philibrigde's Treasure

___ 41. L N D A Little Pilgrim to Peace's Mesa

___ 42. L N D Alice's Adventures in Wonderland

___ 43. L N D The Stars Through Magic Casements

___ 44. L N D The Real Diary of a Real Boy

___ 45. L N D Stories from the Arabian Nights

___ 46. L N D The Tory House Mystery

___ 47. L N D Timmy Rides the China Clipper

___ 48. L N D Wonders of the Sea

___ 49. L N D The Pigtail of Ah Lee Ben Loo

___ 50. L N D The Mystery of Black Pearl Island

Teacher's Name _____ Grade _____

School _____ Town _____

To the teacher:

We are attempting to build an instrument which will predict the amount and type of reading which we can expect from a child. Will you help us by giving your judgment on the leisure time reading of the children in your room? The scale below will help you. After each child's name write the number which, in your opinion, best describes him.

1. Reads a great deal and with wide interests.
2. Reads often and with reasonably wide interests.
3. Reads moderately often and with limited interests.
4. Reads little and without enthusiasm.
5. Does not read at all except under pressure.

BOYS	RATING	GIRLS	RATING

BOYS	RATING	GIRLS	RATING

Name _____ Grade _____ Date _____

School _____ Boy or girl? _____

1. Do you like to read? Check one.

   ☐ Very much ☐ Not very well

   ☐ Quite well ☐ Not at all

2. How much do you read? Check one.

   ☐ More than most boys and girls your age

   ☐ About the same as most boys and girls your age

   ☐ Less than most boys and girls your age

3. Apart from your school work, how much reading do you do every day?

   ☐ None ☐ Half hour ☐ More than one hour

   ☐ 15 minutes ☐ One hour

4. Do you have a library card? ☐ Yes ☐ No

5. If you have a library card, how often do you use it? Check one.

   ☐ Once a week ☐ Once a month

   ☐ Hardly ever use it

6. How much of your reading is comic book reading?

   ☐ Most of it ☐ Little of it

   ☐ Half of it ☐ None of it

7. How many magazines do you read? Check (✓) those you usually look through. Double check (✓✓) those you usually read.

   ☐ Story Parade ☐ Polly Pigtails

   ☐ Calling All Girls ☐ Popular Science

   ☐ Life ☐ Saturday Evening Post

   ☐ Jack and Jill ☐ Popular Mechanics

8. List any other magazines you may read.

Not to
leave
the
Library